

**Core Question 3: Is the organization effective and well run?**

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of six indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

3.1. Is the school leader strong in his or her academic and organizational leadership?							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						MS
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						MS
	Consistency in providing information to and consulting with the schools' board of directors						MS

The leadership team at KIPP Indy Unite Elementary (Unite) consists of an Executive Director (ED), School Leader, an Assistant School Leader and an Assistant Director of Student Services. An extensive regional team led by the ED's Chief of Staff is responsible for providing extra operational support to the school. For school year 2015-2016, the Chief of Staff directly managed the Director of Operations; previously, the Director of Operations reported to the ED. All leaders have demonstrated sufficient expertise. The leadership team has

In order to allow the School Leader to focus mostly on internal communications and daily operations, the ED continued to handle the majority of communications with external stakeholders, including the board of directors, Board Chair, Mayor's Office (OEI), and community partners within the Martindale-Brightwood neighborhood. As part of a national network of charter schools, KIPP Indianapolis Unite Elementary leveraged its relationship with other KIPP schools across the country to engage in professional development and best practice sharing. Additionally, the ED continued to solidify a partnership with the Superintendent of Indianapolis Public Schools and to participate in many meetings and events regarding Indianapolis charter school and educational landscape in the 2015-2016 school year.

The organizational chart is structured as follows:

- BOARD OF DIRECTORS** (Regional)
  - ED** (Regional)
    - CHIEF OF STAFF** (Regional)
      - D. OPERATIONS GENERAL MANAGER** (Regional)
        - AD. CAMPUS OPERATIONS** (Regional)
          - OPERATIONS COORDINATOR** (Regional)
        - MANAGER OF OPERATIONS & COMMUNITY ENGAGEMENT** (Regional)
      - AD. REGIONAL INITIATIVES** (Regional)
        - MTC MANAGER** (Regional)
        - MCN MANAGER** (Regional)
        - FELLOWS PROGRAM** (Regional)
    - SCHOOL LEADER** (K-12)
      - ASST. SCHOOL LEADER** (K-12)
        - SCHOOL LEADER** (Unit)
          - ASST. SCHOOL LEADER** (Unit)
            - 1ST GRADE INSTR. STAFF** (Unit)
            - AD. STUDENT SERVICES** (Unit)
            - KNOWLEDGE INSTR. STAFF** (Unit)
      - D. TEACHING & LEARNING** (K-12)
      - AD. DATA & ASSESSMENTS** (K-12)

**KEY:**

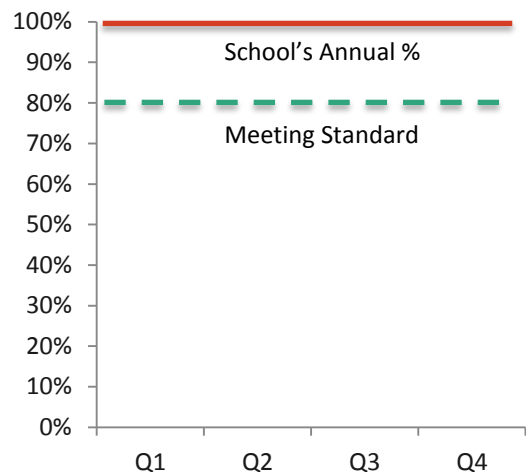
- Regional (White box)
- K-12 (Middle) (Green box)
- Unit (Elementary) (Orange box)

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3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.2 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	AS	ES					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor's Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						ES
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						ES
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

Compliance materials were submitted to the Office of Education Innovation by the Director of Operations and the Compliance and Technology Coordinator. Despite changes in responsibilities, 100% of compliance documents were submitted on time.

Unite maintained compliance with all material sections of its charter and notified OEI of necessary amendments for enrollment and grade reconfiguration. The ED and School Leader were consistently engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. Due to the overall strength of the school's compliance reporting mechanisms, KIPP Indy Unite Elementary receives a rating of Exceeds Standard for this indicator.

**On-Time Compliance Reporting Percentage (3.2a)**


<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.3 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20	2020-21
	ES	ES					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						ES
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						ES
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						ES
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS
	Holding of all meetings in accordance with Indiana Open Door Law						MS

The board of directors at KICP is active, experienced, and provides exceptional oversight for the school. The board consists of directors with skills and experience in law, business, human resources, and finance. The board added two members this year who add additional experience in business and government.

The board clearly understands and is committed to the school’s mission of providing traditionally underserved students the academic and character education necessary to prepare them for high school, college, and beyond. The board consistently demonstrates this understanding in its conversations pertaining to the school’s academic progress and its active role in sponsoring classrooms. For example, several board members commit to serving classrooms on a consistent basis, while others take time to attend specific community events held at the school. Additionally, the board prioritized a “friend-raising” campaign to attract community members and prominent Indianapolis figures to tour and learn more about the school. Along with typical oversight of academic and financial reporting, board members regularly engaged in thoughtful discussions around other prioritized areas, including student and staff retention, long-term growth plans, and fundraising.

#### Skill Sets Represented on Board

**Human  
Resources**



**Business**



**Finance**



**Legal**



**Government**



#### Board Overview

**KIPP Indianapolis, Inc. holds the charter for KIPP Indianapolis College Preparatory.**

**9** **majority**  
**Members** **# Required for Quorum**

**The KIPP board meets bi-monthly.**

**The KIPP board partners with KIPP, a national network of over 200 charter schools operating across the country, and governs KIPP Indy College Prep as well as KIPP Indy Unite.**

The Board Chair and ED maintained consistent communication with one another and the Mayor’s Office (OEI). They were both proactive in providing up to date and transparent information about academic and financial data.

Regarding governance operations, the board formally reviewed and revised its bylaws in January. Board meetings were held bi-monthly and occurred as scheduled. The board regularly met quorum and had an average of six directors in attendance at each meeting. All meetings abided by Indiana Open Door Law.

Due to the board’s consistent leadership and stewardship, Unite receives an **Exceeds Standard** for board governance.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.4 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	ES	ES					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						ES
	Collaboration with the school leader to establish clear objectives, priorities, and goals						ES
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						ES

The board held bi-monthly meetings at which all stakeholders, including committees and members of the school leadership team, provided updated reports. Between meetings, committees met regularly to monitor topics discussed at board meetings and to provide oversight and support. The board had four established committees: Governance, Finance, Academic Excellence, and Development. Staff members also served on committees to ensure alignment and representation in board decisions. For example, the Chief of Staff frequently participated in development committee meetings in preparation for the school's first ever fundraising breakfast.

For the 2015-2016 school year, the board utilized KIPP's national framework to evaluate the school leadership, with the board evaluating the ED and the ED evaluating the School Leader. Additionally, the board took several steps to evaluate and improve its own performance throughout the year. Utilizing resources from the KIPP national network, directors participated in an annual retreat and completed a self-evaluation. Additionally, the effective implementation of a governance committee ensured a focus on continuously improving the board's success.

The board and school leadership team established clear and measureable performance goals for the 2015-2016 school year that were regularly reviewed to monitor progress. The ED, Chief of Staff and Director of Teaching and Learning provided thorough reports to the board of directors at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely, and allowed the board to react appropriately to school performance. Additionally, all meetings and observed interactions between the board and school staff were held in a professional and collaborative manner. For the reasons explained above, the board receives an Exceeds Standard for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.5 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2014-15	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						MS

In 2015-16, Unite's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of Unite's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator for 2015-16.

3.6. Is the school meeting its school-specific non-academic goals?							
<b>Indicator Targets</b>	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals.					
<b>3.6 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2014-15	<b>2015-16</b>	2016-17	2017-18	2018-19	2019-20	2020-21
	MS	MS					
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Student attrition is less than 15% from the first count day through the last day of school.						ES
	Between 55%-64.9% of staff are retained within the KIPP Indy network.						AS

Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In the 2015-16 school year, KICP set its first non-academic goal around student attrition. The school reported that 13% of their students were no longer with the school as measured from the first count day until the last day of school. Therefore, the school receives a rating of Exceeds Standard on this goal.

KICP set its second goal around staff retention. The school reported that it retained 62% of its teachers within the network, resulting in a rating of Approaching Standard for this non-academic goal.

Overall, due to the ratings of the individual goals above, KICP receives a Meets Standard on this indicator for the 2015-16 school year.